**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 2nd grade** | | | **Date(s)**:  Task 2 Lesson 3 |
| **Unit Title:**  Understand Place Value (Hundreds, Tens, and Ones) | | | | **Corresponding Unit Task:** Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place, and number words. | | |
| **Essential Question(s**): How do I compose numbers up to 1000? How do you know the value of a number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher**: Projector, copy of text, board, markers, place value blocks, and computer | | **Student:** Worksheets, place value blocks (if needed) | | | **Hundreds tens ones value worth place digit total** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.1** *Understand that the 3-digits of a 3-digit number represent the amound of hundreds, tens, and ones.*  **2.NBT.3** *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)* | | | | | |
| **I Can Statement(s):** I can use number names to read and write numbers to 1000. I can use base numerals to read and write numbers to 1000. I can identify the places that a three digit number holds. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) Engage with a read aloud about place value (Ex. Sir Cumference and all the King’s Tens- A Math Adventure by Cindy Neuschwander ) | | | | | |
| **Teacher Directed**: Teacher discusses read aloud and uses numbers from the text. After drawing columns on the board or in a chart on the projector, she models how to correctly put the digit with the appropriate place value position. | | | | | |
| **Guided Practice:** Teacher provides a new number and students come up to the board and practice writing in the correct digit with the place value position. | | | | | |
| **Independent Practice:** Students complete the activity sheet <http://www.math-aids.com/Place_Value/Base_10_Blocks.html>  for independent practice. This can be modified as needed. | | | | | |
| **Closing/Summarizing Strategy:** Teacher will review worksheet and reinforce how numbers may be decomposed into hundreds, tens, and ones. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Teacher can provide a modified activity page with higher numbers (in the thousands). | | | Teacher can provide a modified activity page using the website (above). | | | Whisper to a friend what total means and draw a picture of something totaled. |
| **Assessment(s):** Teacher reviews the activity pages completed and notes progress. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |